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ABSTRACT

While the goals of the music program of the Mesa Public Schools are outlined in this guide, implementation techniques are left to school faculties. The terminal goal is for each student to attain the highest level of musical understanding and appreciation. Program goals, for which specific behavioral objectives are listed by primary, intermediate, and junior high grade levels, include the following: a) an understanding of the basic elements of music notation; b) an aural and visual recognition of orchestral instruments; c) an ability to differentiate between periods of music history and to identify their dominant personalities; d) an ability to conduct basic metric patterns; f) an ability to differentiate between various voice classifications and to determine individual range and quality; and g) an ability to read simple melodies at sight and to maintain a harmony part. Objectives that carry out the program goals are to be considered check points in a continuous progress approach to music education. (JH)

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MUSIC EDUCATION

Student Terminal Goals, Program Goals, and Behavioral Objectives

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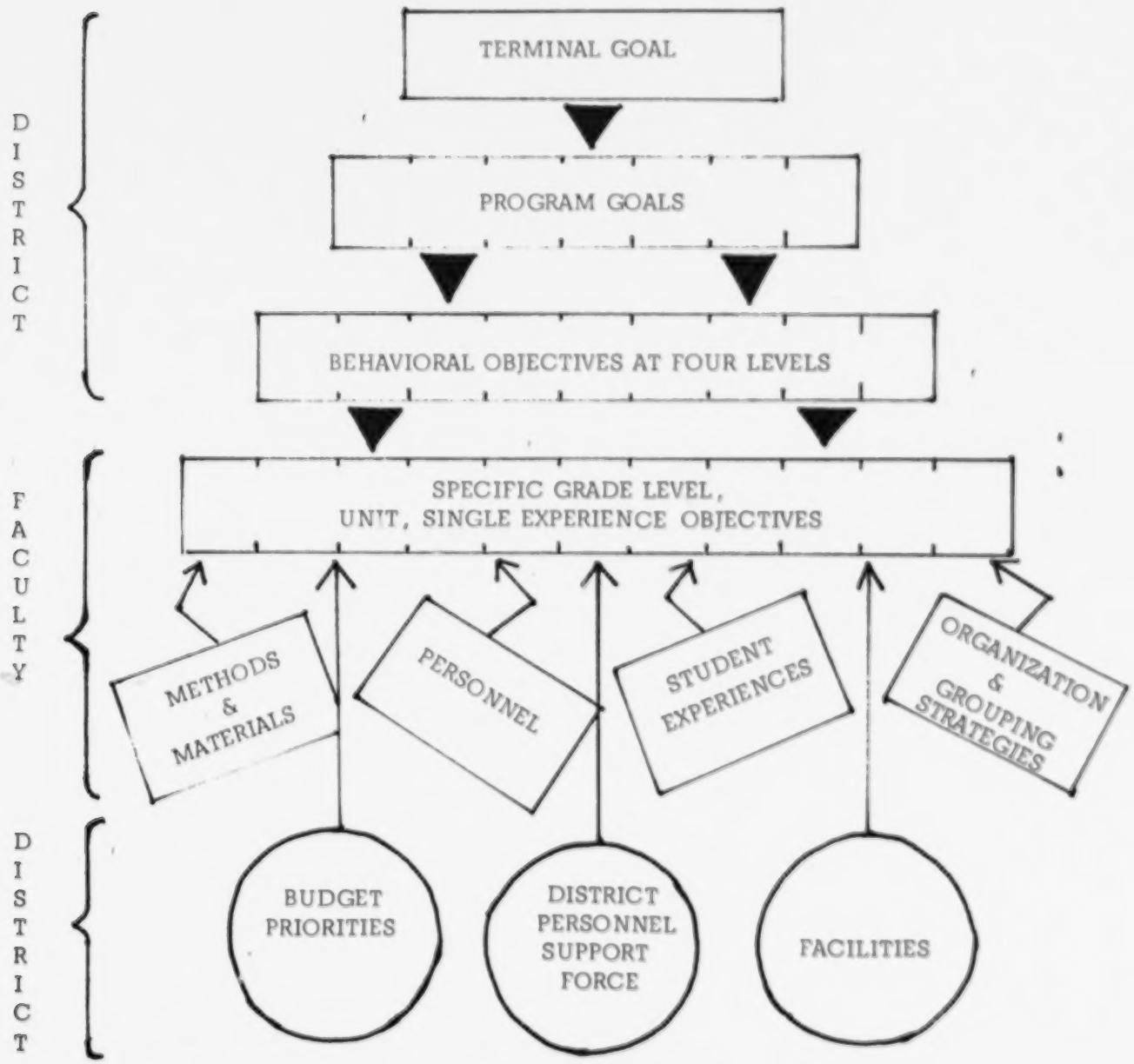
The educational goals and objectives in this booklet are presented as a sample of the many accomplishments which might be expected of students in the Mesa Public Schools. This selection forms the nucleus of district guidelines and priorities for curriculum and instruction. Improvement of the program will require continuous analysis and recycling to provide for elimination and addition of items. The accomplishment of these objectives is dependent upon the expenditure of human energies and the allotment of budget funds toward these ends. The objectives adopted for each level are not to be considered as a set minimum or maximum but rather as a check point in a continuous progress approach.

A MODEL OF RESPONSIBILITY FOR THE OBJECTIVES PROGRAM



MUSIC EDUCATION

TERMINAL GOAL

The student who has completed the Mesa Public Schools Music Program will have had the opportunity to attain his highest level of musical understanding and, through this, an appreciation for music.

Terminal Goal

I. The student who has completed the Mesa Public Schools Music Program will have had the opportunity to attain his highest level of musical understanding and, through this, an appreciation for music.

Program Goal

A. Ability to understand the basic elements of music notation (grand staff, note and rest names and values, major scales, and common terminology).

Behavioral Objectives

Primary

1. The student will be able to identify the G clef sign and staff sign.

2. The student will be able to identify the symbols for whole, half, quarter, and eighth notes and rests, and physically respond by walking, clapping, skipping, etc.

3. The student will be able to demonstrate the sound of easy rhythmic patterns (quarter, half, and whole notes).

4. The student will be able to recognize the function of the sharp and the flat.

5. The student will be able to demonstrate the differing responses to duple and triple meter.

6. The student will be able to use classroom instruments to demonstrate the meaning of loud and soft, fast and slow, long and short.

7. The student will be able to demonstrate the difference between skips and steps with classroom instruments, and correctly identify skips and steps when perceived.

Intermediate

1. The student will be able to name the lines and spaces of the G and F clef staffs.

2. The student will be able to demonstrate, through written notations and with classroom instruments, the difference between whole and half steps.

3. The student will be able to name and determine the value of the notes with which he is working.

4. The student will be able to define the musical signs and terms with which he is commonly associated.

Junior High

1. The student will be able to name lines and spaces of the grand staff (including ledger lines).

2. The student will be able to arrange whole and half steps into scale patterns.

3. The student will be able to recognize aurally the major and minor tonalities of musical performance.

4. The student will be able to name and determine the value of the notes and groups of notes with which he is working.

5. The student will be able to demonstrate the usage of the musical signs and terms with which he is associated.

Program Goal

B. Ability to differentiate between the periods of music history (Ancient, Baroque, Classical, Romantic, Contemporary) and to identify their dominant personalities and characteristic flavors.

Behavioral Objectives

Primary

1. The student will be able to identify reasonably difficult tonal patterns and phrases as being the same or different.

2. The student will be able to identify aurally simple forms (AB, ABA, introductions, coda).

3. The student will be able to determine the mood of a song and match his voice and creative movements to this mood.

4. The student will be able to recognize forms (AB, ABA, introductions, coda) in his dances, games, and musical stories.

Intermediate

1. The student will be able to determine if a composition is homophonic, monophonic, or polyphonic by using basic examples.

2. The student will be able to differentiate between the periods of music history in regard to characteristic melodic, harmonic, and rhythmic usage by using basic examples.

Junior High

1. The student will be able to define the basic sociological setting for the Ancient, Baroque, Classical, Romantic, and Contemporary periods of music history.

2. The student will be able to list the dominant composers of each period of history and give the reason for each selection.

3. The student will be able to recognize themes from selected compositions of each historical period.

Program Goal

C. Ability to recognize aurally and visually the instruments of the orchestra.

Behavioral Objectives

Primary

1. The student will be able to identify visually the more common orchestral and social musical instruments.

2. The student will be able to identify aurally the more common musical instruments.

Intermediate

1. The student will be able to arrange visually and aurally the more common instruments into family groupings.

2. The student will be able to demonstrate how to hold, strike, etc., the various common musical instruments.

Junior High

1. The student will be able to identify most all musical instruments visually.

2. The student will be able to identify aurally instruments played by his teacher and fellow students or from recorded passages.

3. The student will be able to list all of the instruments commonly used in the band and orchestra and to group them by family.

Program Goal

D. Ability to play classroom instruments (piano, melody bells, xylophone, tonette, auto harp, ukulele, guitar, rhythm instruments).

Behavioral Objectives

Primary

1. The student will be able to use resonator bells to play from the text (counter melodies, chords, scalewise songs, codas, introductions, and simple songs).

2. The student will be able to demonstrate high, low, and medium contrasts through his selection of classroom instruments.

Intermediate

1. The student will be able to play classroom rhythm instruments to accompany his own creative movements and rhythms.

2. The student will be able to demonstrate correct performance of the melody bells, xylophone, and tonette.

Junior High

1. The student will be able to perform a simple but well prepared selection on his choice of classroom instruments.

2. The student will have a knowledge of the basic performance techniques of the piano, melody bells, xylophone, tonette, auto harp, ukulele, guitar, and rhythm instruments.

Program Goal

E. Ability to conduct basic metric patterns (4/4, 3/4, 2/4, 6/8) including pick up and cut off beats.

Behavioral Objectives

Primary

1. The student will be able to identify aurally whether the music heard is in duple or triple rhythm.

2. The student will be able to respond accurately to varied tempo with appropriate body movements.

3. The student will be able to follow melodic contour with appropriate hand and body response.

4. The student will be able to develop the idea of musical phrases while studying the concept of rhythm and tone patterns.

Intermediate

1. The student will be able to determine the time signature of a musical selection while watching a conductor or listening to a composition.

2. The student will be able to respond correctly to a conductor while he is performing on classroom instruments or singing.

Junior High

1. The student will be able to conduct basic metric patterns.

2. The student will be able to conduct the correct pick up and cut off beats for his selected compositions.

3. The student will be able to demonstrate dynamic changes while conducting.

Program Goal

F. Ability to differentiate between the various voice classifications and to determine individual range and quality.

Behavioral Objectives

Primary

1. The student will develop an expanding vocal range (middle C to high E) while building a repertoire of songs.

2. The student will become aware of vocal tone quality while giving attention to expressive, well enunciated singing.

Intermediate

1. The student will be able to identify the various vocal classifications both from recordings and live performances.

2. The student will develop an expanding repertoire of songs while striving to improve his individual tonal production.

Junior High

1. The student will be able to discuss the reasons for his own and fellow students changing vocal range and quality.

2. The student will be able to determine his own voice classification and range.

3. The student will be able to produce the best possible vocal quality commensurate with his highest level of development with good breath control, proper posture, forward placement, etc.

Program Goal

G. Ability to read simple melodies at sight and to maintain a harmony part.

Behavioral Objectives

Primary

1. The student will be able to distinguish the direction of melodic movement.

2. The student will develop reading readiness through playing classroom melody instruments.

3. The student, with guidance, will be able to create a simple counter melody to be sung with a song.

4. The student will be able to recognize that harmony moves in patterns of changing chords.

5. The student will be able to sing two and three part rounds, simple canons, counter melodies, and simple descants.

Intermediate

1. The student will be able to perform simple melodies and counter melodies at sight on classroom instruments.

2. The student will develop reading readiness through two part singing including such devices as canon, ostinato, descant.

Junior High

1. The student will be able to sing simple unaccompanied melodies at sight.

2. The student will be able to maintain a simple unaccompanied harmony part against a melody.